TWO SECTIONS SECTION ONE

CHILD STUDY

NEWER WAYS WITH CHILDREN

The Right Use of Authority
By Smiley Blanton

Newer Ways in the School
By Agnes de Lima

The New Health Education
By Lucy Oppen

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The Right Use of Authority

By Smiley Blanton, M.D.

NO king of the ancient world—not even those who considered themselves to be gods—was ever cared for as is the infant. For the first fifteen or eighteen months of life, his every want is satisfied. The comforts and even the health of the adults are sacrificed for the needs of the child. As a result of this treatment, the child at the age of eighteen months or two years is supremely self-centered. He is just a bundle of desires.

As the child emerges from the helplessness of infancy, he comes in conflict with the desires and needs of his brothers, sisters, parents, and other adults who may surround him. The first hard lesson of life is being learned. His desires must adjust themselves to the needs of the group. This is the fundamental conflict of life—the desires and the wants of the individual conflicting with the demands of the group. A conception of this fundamental conflict in the life of every child helps us to understand the behavior of children and gives us much insight into methods of training.

Authority is the means by which the child is made to adjust to the demands of the group. It is assumed that the child must submit to the demands of brothers, sisters, parents and teachers. But it is just as necessary that the child find an outlet for his own desires. The parent has two duties: (1) He must teach the child how far he must subdue his own wishes and needs to the wishes and desires and needs of the group, and (2) he must teach the child how far he may go in satisfying his own wishes. Just how far may he stand up for his own right? Just how far may he assert himself? Just at what point should he acquiesce to the demands of others and modify his own wishes at the request of others?

If the child is allowed to become too self-centered so that he demands what he wants regardless of the rights of others, he will be in conflict with other people and will develop a bellicose and over-aggressive attitude and will probably feel that people are picking on him and that he never gets his just dues. Many people can never get their just dues because they expect more from life and demand that other people give way to them in a way that can never be realized.

On the other hand, if authority is thrust too harshly upon the child, if he has insufficient outlets for his own desires, he becomes anxious, worried, and timid, or he over-reacts and becomes negative, stubborn, and quarrelsome. The fundamental problem is to teach the child to find an outlet for his own desires in a way that is satisfactory to the group. Every child, for example, wants to "show off." He wants to exhibit himself. When company comes, we often see children turning somersaults, sticking out their tongues, making grimaces, or knocking things over in the room in an effort to get attention. This brings no pleasure to the guests and irritates the parents.

Authority serves two purposes. It is the means by which the child is taught to adjust to the group and also is taught just how far he may express his own wishes and desires. True authority is not oppressive; it gives a sense of security and happiness because it teaches the child just how far he may go. It teaches him his place in the group, and it prevents the group from trampling him under foot psychologically. It is only when the child has learned to balance his own wishes against the needs of the group and has been taught to find an outlet for his life in a way that is not only satisfactory but helpful to the group that he may be said to be a healthy and happy individual.

A great deal of repression of the child which goes under the name of authority is quite unnecessary and actually harmful. The great majority of negative commands given to the child could be

avoided if the parent would take the time to devise some means whereby the child could find some outlet for his wishes in a way that is not offensive to other people. It is often possible to train the child to find an outlet for his own wishes in a way that is entirely satisfactory to the group. For example, a child may be taught to "show off" or exhibit himself by doing some useful labor, such as passing cakes at a tea; or when the family gathers in the evening, he may be permitted to build the fire; or during the day, help mother with the dishes; or father with the car.

A few weeks ago I noticed a neighbor fixing his car one Saturday morning while his little boy, five years old, busied himself around trying to help. The father had his tools all laid out on the table, and the little boy in his eagerness to help kept bringing tools to his father which he did not need. Each time the child would do this the father would give him a harsh reprimand and insist that he take the tools back and put them where he found them. Finally when the father wanted a hammer, and he found that the boy had misplaced it, he grew quite angry and slapped the child; whereupon the boy had a crying spell and went weeping bitterly into the house.

It can be imagined the perverted idea of authority the child must have had from this contact with his father. It is rare to find a parent quite so stupid and lacking in understanding as this one was, but it illustrates how the natural, healthy activity of the child can be misdirected instead of being wisely used. Some way should have been found to make use of the child's desire to serve, and if, in his eagerness, he did mix the tools, it might have been overlooked for the sake of the training that might be given. In most cases it is possible if thought is taken to use the activities of the child in a way that gives the child pleasure and at the same time is helpful to adults.

This is the first law of authority: To avoid negative commands as far as possible by finding an outlet for the child's normal, natural desires in a way that is not offensive to other people, or, better still, in a way that is desirable and helpful to other people.

The second law of authority is that the child must be taught at a very early age that there are certain group demands to which he must acquiesce. It is clear that the young child must eat the food that is put in front of him; he must not be allowed to refuse green vegetables and the fruit juices that contain the necessary vitamines. Nor should he be allowed to choose his own bed hour. Nor should he be allowed to venture into dangerous places. In these three things especially—in the matter of food, sleep, and the avoidance of dangerous places—the child should be given thorough training in the lesson of obedience. If the child is taught from early infancy to obey about these three things, he will have learned the fundamental lesson that there are some orders that he must obey. After the child has learned this lesson, it is easy to teach him other things. But if the child has not learned this vocabulary of obedience, so to speak, it is impossible to teach h'm anything.

Nor is there any kindness in allowing the child to go through infancy without learning this fundamental lesson of obedience. It means that he will have to learn this lesson through bitter experience in society with the children in the home, in the school, and on the playground; and emotional attitudes of anger, resentment, and bitterness may arise which will warp his whole life.

The third law of authority is that the child should be told definitely, simply, and calmly about how far he can go in certain things and about how far he can assert himself. You may say to him, "You can't pick the flowers because they belong to us, as well as to you." "Don't trample on the young grass because the grass belongs not only to you, but to us as well," and when the grass grows up, you can say, "Now you can play on the lawn—that's all right." You can say, "You can fight for your possessions if people take them away from you."

Children are taught their duties towards things in the house, but they are rarely taught their rights in things. The child may be told, "You can't play with the hot water faucet because that gives water for all of us, and if you run all the hot water out, then the rest of us won't have any." This is the child's duty, but he must also be made to see that he has certain rights, that a certain amount of hot water belongs to him, and he has a right to it.

It is through the common every-day acts of life that the child can be taught to respect the rights of others and learn about just how far he may assert himself. It is not in great moments that these things are taught, but in the daily acts of living that these things are taught.

Authority may also be taught the child not by telling him things but through the general atti-

(*Continued on page* 14)

Newer Ways in the Schools

By Agnes de Lima

A GLOOMY professor in a western university has remarked that education like industry has gone through the handicraft and domestic stages and has now reached the factory stage. Certainly there is much in the prevailing system of education to warrant such pessimism. Those vast many-windowed structures all painfully alike that dominate the landscape, how can one be sure at first glance which is biscuit factory and which is schoolhouse? Processes have much in common: mass production, wholesale standardization, vast units, the raw material efficiently sorted out into different grades, run with amazing dispatch through identical forms—or machines—and turned out at the end as so many uniform products, warranted Grade A, Grade B or Grade C. It has commonly been observed that everything can be standardized save human nature. But is that true? Isn't that just what our American public schools are achieving with deadly success today?

So it all seems at first glance. And also at a second glance and at many glances thereafter. Step into almost any classroom, and what do you find? Thirty-five, forty, fifty cumbersome desks screwed to the floor, thirty-five, forty, fifty little automatons screwed, I almost said—well then, affixed to the desks, and kept there immovably through the force of tradition and the police eye of the teacher, for five hours each day, for two hundred odd days in the year. They are uniformly expected to accept passively the predigested doses of subject matter, prepared for them by their betters, and prepared not for them as individuals, with varying needs, but designed for the abstract "norm" or "average" child, whom vast numbers of them resemble not at all.

The premises of the traditional school are all so beautifully over-simple; a society more or less static, social progress, a fairly smoothly running predictable affair, the knowledge of the past all neatly packed up in water tight compartments. Twenty-five million school children a year to be instructed, to be forcibly "exposed" to this subject matter, in the interest of the static society and its smoothly running predictable progress.

But that such premises are valid, the "new" school people seriously doubt. These "progressive" or "experimental" educators claim that society is not static, but changing and dynamic; social progress is not only not predictable, but threatening constantly to get entirely out of hand; the knowledge of the past is valuable when we really know what is true, but it is constantly being changed by the kaleidoscopic changes of new discovery. And the twenty-five million school children, can any kind of wholesale or mass "exposure" to knowedge" even remotely prepared them for the complex necessities of a modern world?

It is indeed significant of the "new" educational leaders, that they scarcely ever talk at all in terms of thousands or millions of school children. These numbers are to be served eventually, but in no wholesale or sweeping fashion. Instead they talk of the single child, what he's like, how he grows from infancy on, what he feeds on, emotionally and intellectually no less than physically, what he needs most for normal development. They do not discuss "child" in the abstract, they sit down patiently before a small company of children, six, seven, twelve, fifteen in number, and watch them at play, at self-assigned work, at study of their own choosing.

And in so doing they arrive at conclusions quite different from those held by the pedagogues of the traditional school. They find for example that children are naturally insatiate for learning, that as Bertrand Russell has pointed out, "their thirst for knowledge puts the most intelligent adult to shame." They find too that children are naturally creative, that given the right materials and freedom to use them, that what they make, or write, or sing or draw has high artistic merit. Moreover the new schoolmen are declaring with greater conviction daily, as the conference being held this week of the Progressive Education Association bears witness, that creative opportunity for the child is the only basis for a true education.

The traditional classroom, however, offers little chance either for creative growth or the acquisition of real learning. Children kept seated for hours in tidy rows, listening docilely to words of wisdom from the lips of the teacher, words which they must then parrot back again, naturally exhibit neither a thirst for knowledge nor any crea-

tive capacity. But visit the newer classrooms and laboratories and note the difference. Note how the children work regardless of the clock or the period's end, and how they plead to stay on after school hours, on Saturdays and during vacation. In one school, the most severe punishment the self governing committee can mete out to an offending classmate is to order him to stay home for a day or two.

In so brief an article one cannot do more than merely indicate a few of the growing number of experiments now under way. And in so doing, a word of warning is needed to remind ourselves that not every school is "new" which glitters with the new talk or even with the new equipment in the way of varied materials. All kinds of coercions are put over on children in the name of "freedom," all sorts of ancient academic milling goes on under the sugar coating of "project method" or "purposeful activity."

Among the most widely known of educational experiments and in many places most fruitful, is the Dalton plan, which has been adopted in hundreds of schools in England, and other countries, and is exciting much interest here. No change in subject matter or curriculum is involved, but its radical kernel lies in "putting it up" to the pupil rather than the teacher to get the job done. Under the older systems, the teacher realizes that in presenting a lesson to a large class probably a bare third is following the pace she has set, that another third is capable of going faster, but is idly marking time, while the remaining children are straggling hopelessly in the rear. By cajoling the quick, lashing the laggards and holding the mediocre up to the mark, she must manage somehow to get the whole lot through the uniform examinations at the end of the term and into the next grade or form.

The Dalton plan abolishes the classroom recitation. Except for certain group activities, the children work entirely as individuals, and each child is set free to cover the required ground at whatever hours and at whatever pace seems best to him. Mimeographed sheets containing the work to be done in all subjects for a month are given each pupil and he assumes the entire responsibility for completing the assignment within the time specified if possible. As soon as he has completed one assignment he is permitted to go on with the next month's "job." He is neither hurried because some other pupils finish their assignments more quickly, nor held back because some work at a slower pace.

Fifteen minutes daily is usually set aside as "organization time," during which the pupils discuss their problems and difficulties with the class adviser. Before the close of the morning session, all the members of each grade are called into conference by the various specialists to discuss a definite part of the job and each member is called upon for his viewpoint of the work.

Instead of the classroom the Dalton school has workshops, or as Miss Parkhurst prefers to call them, "laboratories," each fully equipped for a special subject. Maps, pictures and globes, the sand table and other necessary equipment are collected in the geography laboratory, and in an adjoining room, if possible, are placed the books, charts and apparatus commonly used for the study of history.

Each laboratory has its own teacher, a specialist whenever available, whose function is to answer questions, make suggestions and exercise a necessary oversight of the work done. It is no part of the teacher's task to hold the pupils up to the performance of a given lesson, to cram knowledge into their heads whether they will or no. The laboratories are not supervised study rooms, but rather places where the children recite, sometimes to the teacher, sometimes to one another. Primarily, says Miss Parkhurst, these laboratories are for learning. Time tables were invented for teaching, a very different matter. The Dalton plan stakes all its hopes on the wish and the will to learn of the children themselves.

A somewhat similar plan of individual instruction is in operation in the public schools of Winnetka, Wis., although there one half of the day is devoted to creative and group activities, such as plays, open forums, self government meetings, committee meetings, debates, excursions, shop work, music, and the like. It is reported that Supt. Washburne of Winnetka is coming more and more to regard these special activities as the really valuable part of his experiment, rather than the individual instruction in the "tool" subjects. Over one hundred cities also are experimenting with the work-study-play or platoon plan, a method which through the multiple use of school buildings, releases funds otherwise tied up in classrooms, for such necessary facilities as playgrounds, workshops, science laboratories, gardens,

art and music studios, and the like. The plan first worked out most completely by William Wirt in Gary, Ind., is also in operation on a city-wide scale in Detroit, Pittsburgh and a number of other large cities.

Among the many important achievements and innovations which both William Wirt and the Deweys discuss are the social functioning of the schools in the community and of the children in their schools, the converging of all work and study upon school life, the wide use by adults of the school plant, the long school day, school week and school year, the full use made by the school of such community resources as church, settlements, civic and social organizations, as well as other municipal departments, the democratic form of student government, the wholesome intermingling of older and younger children in shops and laboratories, the housing of grade and high schools in one building, and the unique relation between the training provided in the many school shops and the maintenance of the school plant. For the first time, according to these early reports, there had evolved under public school conditions a real school community which aimed "to put the whole child to school," and to restore to him some of his lost heritage of wholesome work and play.

The experimenters are doing more, however, than merely making the conventional curriculum more palatable, or enriching the school day. They are daring to challenge the very content of the course of study itself. Chief among the schools doing so is the Lincoln School of Teachers College. With scientific research and careful experimentation, it is gradually building up a curriculum much more closely related to the needs of present day society than the traditional course. Most notable so far in its contributions are the new texts in the social sciences and in mathematics, and the extraordinarily fine collection of children's writing, published in "Lincoln Lore," and in "Creative Youth," by Hughes Mearns.

Other freer centers, experimenting not with methods, nor with curriculum, but with means of setting free the creative impulses of the child are the Francis Parker School in Chicago, Mrs. Marietta Johnson's school in Fairhope, as well as the Edgewood School in Greenwich, Conn., under her direction, the City and Country School, the Walden School, certain of the elementary classes of the Ethical Culture School and the Horace Mann School in New York City, and the experimental classes run by Elisabeth Irwin in P. S. 61, Manhattan.

Some years ago an experiment was made in the primary grades of the Ethical Culture School by Miss Mabel Goodlander to test out some of the more progressive theories of education. No changes were made in size of class or in room space, but complete freedom was given in the selection of materials, use of class time, and employment of special teachers. Miss Goodlander's aim was "to create a free social environment where children in cooperation with others of the same age might make a beginning in democratic living under conditions more like life outside school than commonly considered appropriate for the school regime." Children as well as teacher were at liberty to sit where convenient, talk and move about freely so long as they did not annoy others, and to work or play either as individuals or in groups. Although the teacher directed the class when necessary, the children were mainly engaged in projects of their own.

It is one of Miss Goodlander's cardinal beliefs that the teacher must never dominate the situation. "We must learn," she says, "to appreciate more sympathetically each child's point of view, and we should be willing to accept his judgment in many things frankly and sincerely even when it differs from our own."

As regards curriculum the emphasis was shifted from formal studies to constructive work and play, to expression in varying art forms, and to first-hand knowledge of social and industrial activities related to the child's life. The three R's were mastered, but Miss Goodlander waited until the interest of the children in them had been naturally aroused.

Now these several experiments are not merely isolated oases in the educational desert, enjoyed by the children of the favored few. It is literally true that the whole school work is watching their progress and is little by little being won over to the newer principles for which they stand. Teacher training schools, those last strongholds of pedagogical reaction, are beginning to take cognizance of their significance. Literally thousands of miniature experiments in freer ways are being made in classrooms the country over. Progress must necessarily be slow, there is urgent need for wider support for the experiments now being made, and for the establishment of others. But the days of the factory-like school, of machine-made education, are numbered.

The New Health Education

By Lucy Oppen

THE idea of health positive—a healthy mind and body as essential to the fullest life—is as old as the Greeks, or older, but, somehow, it was lost for many years. The popular attitude of even a dozen years ago now seems strangely antiquated. At that time, the idea seemed to be that physical health, although a vaguely desirable thing, was a matter which either took care of itself or was the doctor's business. So far as the schools in general were concerned, the term "Health Education" was unknown and the nearest approach to it was the memorizing and recitation of facts from textbooks on physiology and in some favored schools the practice of gymnastic activities and athletics.

All of this has been changed in progressive schools today. In the new development, two main influences have been at work—first, the new conception of education, which has been dawning in the minds of educators for a number of years; and second, the War.

Education as we see it today is concerned with a *life process*—a continuous process going on twenty-four hours a day. We are wholly dissatisfied with those definitions of education which conceived of it merely as the acquisition of knowledge, done up in neat packets called "school studies" or "courses." The general aim of education, stated as an *improvement in the quality of human living,* necessitates a redefinition of its objectives in terms of ability to carry on, with joy and effectiveness, the multifarious business of daily life—of work and of play, of citizenship and of parenthood. And with this change of point of view, it has become pure common sense to consider health development an objective which is fundamental to all the rest—as, in its wider meaning, the prime objective of modern education.

The new idea had to lie dormant for a space, of course, before it found popular appreciation. Then came the War, and from being an academic abstraction, health education became suddenly an immediate and practical necessity. As a result of the draft examinations, there was revealed quite clearly and unmistakably the futility of the old methods. It was proved an absurdity to assume that when children arrived at years of discretion —about the time they were brought to the Bishop to be confirmed—we could teach them the names and functions of the parts of the human body and trust that with common sense and good luck, they would guide their lives accordingly. Habits are not made in that way.

We realized that health behavior—*habit formation*—is the goal of health education, and that information is of value only as it contributes to health behavior. We realized too that the determining element in habit formation is the *attitude* of the child. So we set about first of all to awaken in the child a *desire* for health—a compelling ideal of himself at his physical and mental maximum, so that in order to attain this ideal he will be willing to discipline himself and form those habits of daily living which make for health—to eat the foods which are good for him, such as milk and green vegetables, instead of candy and excessive sweets; to go to bed early and get a long night's sleep, with windows open, instead of going to bed when he feels like it; to concentrate at his work instead of dawdling; to play actively out-of-doors for several hours every day; to keep himself clean, inside and out, by proper daily habits and regular attention to the bodily needs of elimination.

Undoubtedly, there were a good many excesses in the efforts which followed to make the "pleasure-association" in health teaching. Health plays, health posters, health fairies and health clowns appeared, and a thousand different "devices" for checking up on specific health habits, and aimed to entice the child into the paths of healthful living, instead of driving him under duress. The keynote of the period was "motivation"; with "Measure your success by your enthusiasm!" as its watchword.

A great deal of imagination and enthusiasm, with a modicum of knowledge, went a long way in those days. And on the whole, it was a perfectly right and a necessary reaction. Nowadays, however, we are inclined to smile a bit at the degree of our confidence in mere imagination and enthusiasm in health teaching.

It soon became evident that, just as knowledge without enthusiasm was dead, so even the gayest health lessons of the habit-inciting type were as seeds sown on shallow soil, unless balanced by solid information as to reasons why. Such lessons are merely one strand of a heavy cable composed of many strands, woven of the thousand ond one influences which play upon the child throughout the school day.

"Health education is the sum total of all the influences which impinge on the child, twenty-four hours a day, and which favorably affect the formation of habits, attitudes, knowledge and skills, with respect to community health as well as personal health." This new definition of health education gives it a field as broad as life itself, and presupposes in the teacher a wide knowledge of subject matter, a clear philosophy of education, and developed skill in teaching, as well as that imagination and energy and contagious enthusiasm, without which all mere imparting of information is lifeless and profitless.

Health is *quality of life!* Consequently the new school pays not less, but more, attention to the discovery and correction of any physical defects which may be hampering the development of this quality.

Health is *abundance of life!* Consequently the modern school pays not less attention, but more, to the planning and sanitation of the school buildings in which children spend many hours out of the twenty-four, so that the influences of fresh air and sunshine, the odor of cleanliness, the spirit of serenity and beauty may, day by day, become ingrained in the life of the child, constituting unbreakable threads in that cable of health education which it is the purpose of the schools to weave.

The playgrounds of the school and the community, where the children race and play and increase their vital capacity, where they learn to cope with their companions, to settle their difficulties at once, and not to harbor a grudge—in short, where they learn the lessons of good sportsmanship and habits of mental hygiene—these are important as the classroom, or perhaps even more important, in teaching health. The playground supervisor, the play leaders, and even the workmen who care for the grounds are important members of the health education staff.

We are only dimly beginning to comprehend the possibilities of music and art in the creation of health attitudes and health-conducive enthusiasms, in the development of a love of nature in all its aspects. Music furnishes opportunities for developing habits of mental health through songs which exalt the virtues of courage and reverence and loyalty and love—all of the great life-constructive emotions. Through art may be developed some of that antique appreciation of the glory of the sound human body which we call "Greek" and standards of beauty with respect to the body in action or repose which will be able to withstand the distorted attenuations of the fashion plate and the fascinations of the debutante slouch. Art and music assuredly have a most potent place also as modes of self-expression essential to the fullest and highest health.

When health education becomes an administrative policy of the schools, literature will be valued for its health aspect, in the development of ideals of life and conduct; the social studies geography, history and civics—in showing man's place with relation to his fellows, that "no man liveth and no man dieth unto himself," and that the furtherance of community health is both a public privilege and a private necessity. Not mere book knowledge, this, in our best schools, but a living conviction gained by visiting the farms where food is produced, the great warehouses and wholesale markets where it is stored and sold, and where its quality is carefully guarded through public health measures. Actual visits are also made to the sources of supply of water and milk, and to the public health laboratories which are outposts against disease. The child is given an opportunity of appreciating the blessing and aesthetic satisfaction of modern sewage disposal by visiting the plants where this need is cared for, and is given an opportunity of understanding and appreciating the value of the whole network of health protection and comfort which is thrown around us by that concerted action for the common good which we call government.

Finally, there is the miracle-land of science, for the children to get acquainted with—the stories of those intrepid heroes of science who, in their laboratories, often at the cost of great personal poverty and hardship, fought plague, pestilence and famine for the human race. And most important of all, the child is given a glimpse of the great cosmic vision, of the biological chain, extending from amoeba to the most diverse and complicated forms of organic life, and man's place as the end result of one of those variations. He learns how, generation by generation, our ancestors lived, and made their sacrifices, and died, handing on the Torch of Life to their descendants. Through primitive warfare with men and with beasts, with disease and with famine, they carried on their valiant struggle for existence. The child sees that this generation is but a spark in the chain, and that the precious flame is to be guarded and augmented and passed on to other generations as a sacred cosmic trust from the generations which have gone before—not to be risked for selfish, voluptuary ends.

(*Continued on page* 12)

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Newer Ways for Parents

THERE can be no "newer ways with children" unless there are also "newer ways for parents." One of these will be a close scrutiny of their emotional relationship with their children. Have they been insisting that because their children are of their own flesh and blood, they are of necesssity very beautiful, very healthy or very intelligent? Have there been disappointments and tensions between parent and child because the child was not equipped to live up to the parent's ideal for him?

Today the parent can, with the help of the physician and psychologist, estimate more or less accurately the child's physical makeup and his intellectual endowment and possibilities. Then he can work with the educator and the physician to help the child achieve both physically and mentally as much as his native endowment seems to promise.

This is a new way for parents to look at their children, and a difficult way. But it need not be discouraging, even for the parents who have a child not especially well endowed; it is rather a challenge which will call out the best that is in them to give. The parent of the future will be valued not so much for the quality or the type of children he has reared as for what he has succeeded in doing with the original endowment and limitations of the child.

The parent today needs to keep abreast of the findings of the child psychologist and the educator, for these findings are being incorporated into the experimental schools just as fast as they are evolved and the parent must be intelligent enough to evaluate these processes as they affect the child. There is no longer a separation between the school and the home. The modern school cannot function without the very closest cooperation on the part of the home, and the home cannot make its best contribution unless it works with the school in a joint endeavor.

In evolving newer ways with children, one of the older ways of parents must not be overlooked. The parent must express through his own life and action that which he wishes to become part of the child's development and character.

The Modern Grandmother

"WHAT has become of the grandmothers?" asked Dr. Patty Hill at the recent Midwest Conference on Parent Education in Chicago. "All of us in my generation can look back to mothers and grandmothers who at forty tied the little bow very tightly and primly under their chins and were supposed to take their place at the chimney side."

In the active, self-dependent woman of today the old type of grandmother seems to be fast disappearing. An indication of this change has been the organization of a "grandmother's group" for child study. The following incident taken from the discussion in one of its meetings shows how grandmothers are coming to adopt the "newer ways with children."

A little girl of four had the habit of opening the ice-box door, taking food out and putting it back. The mother found this very annoying, yet had not been able to stop it. One day in the mother's absence the grandmother was caring for the child. When she went to the ice-box the grandmother slapped her hands. The following day the child opened the ice-box door, then closed it at once and slapped her own hand, saying "Grandma spank." After that she left the ice-box alone.

The grandmother who brought the story to the group felt quite sure that she had acted wisely. The mother, however, felt that she could have brought about the same result by less arbitrary methods. During group discussion it was suggested that the little girl's opening the ice-box door was not in itself a wrong action and was probably an imitation of mother; therefore a better way to deal with it would be to give her something she could do to help or some kitchen things to play with. And as the discussion went on it was interesting to see how many of the grandmothers who had been advocating punishment to inhibit unwished-for acts on the part of children began to change their opinions.

With this number "Child Study", in accordance with its usual procedure, suspends issue until October.

Child Study Activities

"The Home Under the Microscope"

THE speakers at Conference on Modern Parenthood, National Conference of Social Work at Cleveland, May 28th, will be Dr. Ernest Groves and Dr. Beatrice Hinkle, Dr. Bird T. Baldwin and Mrs. Sidonie M. Gruenberg.

Dr. Groves, who is professor of Social Science at Boston University, will speak on "The Home Under the Microscope." When we look for truth under the microscope we put sentiment aside. In our desire to know what kind of homes are good and what are bad, we are at last willing to face the facts without emotion. For the first time science has a clear field in its efforts to study the social influences of the family."

Dr. Beatrice Hinkle, psychoanalyst and author of "The Re-creating of the Individual," is to speak on "Human Relationships." She will discuss the difficulties arising from the conflict between love and the desire for power, and will speak especially of the need of new attitudes in and toward family life. Mrs. Sidonie M. Gruenberg will speak on "A New Phase of Adult Education."

The program will be held at Hotel Winton. A luncheon conference also is planned for Friday, May 28th, on "The Summer Play Schools: An Educational Demonstration." Mrs. Fred M. Stein will be chairman and Mrs. Lucy Retting and Mrs. Violet Jersawit will be speakers.

On Saturday, May 29th, the subject of parental education will come in for special consideration by the Division of Mental Hygiene. Dr. Groves will speak on "The Present Status of Education for Parenthood," while Dr. Lawson G. Lowrey, Director of the Child Guidance Clinic of Cleveland, will speak on "Suggested Further Development of Education for Parenthood." Mrs. Gruenberg will lead the discussion for this paper.

WANTED—NEW MEMBERS

TO extend the work of the Child Study Association an active, increasing membership is needed. A sweeping membership campaign is planned for the fall and preliminary work is already being started to make it the most effective in the history of the Association.

The cooperation of all who are interested in the significant work of the Child Study Association is urgently needed. You will hear more about this campaign. Will you help?

Baltimore District Holds Annual Meeting

THE Baltimore District of the Child Study Association of America held its second annual luncheon meeting at the Hotel Emerson on April 27. The district consists of six regular chapters and two general ones, with a membership of about 200. After the luncheon the leaders of the chapters and the heads of the various standing committees reported on the year's work and officers were elected for the following year.

Dr. Leslie B. Holman, Associate in Clinical Psychiatry at the Phipps Clinic of the Johns Hopkins Hospital, then spoke on "The Right of the Child to Choose," and Mrs. Sidonie M. Gruenberg spoke on "The Challenge of Modern Parenthood."

There is an increasing interest in the Child Study Association in Baltimore. The study groups are growing and new ones will probably be formed. Leaders are being trained through courses at the Johns Hopkins University. The plans of the district include work with mothers of different sections of the city.

To Organize Child Study Groups in Staten Island

ON May 20, 1926, at 8:15 P. M., a general child study meeting open to the public will be held at the Staten Island Institute of Arts and Sciences on Stuyvesant Place and Wall Street, St. George, Staten Island. Dr. Frederick Coonley will act as Chairman. The speakers will be Dr. Edith Spaulding, psychiatrist, on "The Mental Hygiene of Childhood," and Mrs. Cecile Pilpel, Director of Study Groups, Child Study Association of America, on "Parents and Children."

This meeting will be open to all who are interested and opportunity will be given for signifying a desire to join a study group.

Contributors to This Issue

Dr. Smiley Blanton is Director of the Child Guidance Clinic of the Board of Education, Minneapolis, Minn., and author of "Speech Training for Children."

Agnes de Lima is author of "Our Enemy the Child" and contributor to "The New Republic."

Lucy Oppen is staff associate of the Division of Health Education of the American Child Health Association.

Summer Reading

AT the request of the Camp Directors Association, the Child Study Association of America has prepared a list of books for summer reading for boys and girls. This is being reprinted as a supplement to this number of Child Study. It can be obtained in pamphlet form at ten cents a copy.

"A Camp Director's Book Shelf" has also been published, consisting of twenty-three books on psychology, child training and education which should be of use to a camp director. This is sold at five cents a copy.

Progressive Education Conference

THE very large attendance at the Conference of the Progressive Education Association held in Boston April 20 to May 1 was indicative of increasing interest in better methods of education. Exhibits from many of the progressive schools of the country were both interesting and significant.

Professor William Ernest Hocking of the Department of Philosophy, Harvard University, in a stimulating address, called attention to the child who, like many grown-ups, delights in the abstract approach as against the concrete in mathematics and other studies. He also stressed the need for giving children something to think about as well as giving them the freedom to do their own thinking.

Sir John Adams, Professor of Education, University of London, gave an interesting survey of the development of education in Europe. He spoke of the very liberal educational program in Italy which is being sponsored by Mussolini, in distinct contrast to the autocratic government for which he is responsible.

Parents and Teachers Convention

THE annual convention of the National Congress of Parents and Teachers held this month at Atlanta, Georgia, was active and well attended. Interest in parental education was shown in the subject matter of many of the meetings and by the presence of a number of special workers in the field, among whom were Mrs. May Pardee Youtz, Miss Margaret McAlpine and Mrs. Sidonie M. Gruenberg.

Notes on Study Group Work

CHAPTER 92 in Norfolk, Va., reports that it has been meeting at the main branch of the public library, in the children's room. A special shelf of 60 books has been assembled for the convenience of the members of the study group.

Chapter 42 of White Plains, N. Y., reports eight evening lectures on "The Mental Hygiene of Childhood" by Dr. Leonard Blumgart, psychiatrist. These evening meetings, open also to fathers, have been so successful that in 1926-27 they are planning eight evening lectures by Prof. Harry A. Overstreet on "The Development of a Child's Personality: What Do We Want and How Can We Attain It?" This White Plains study group has during the past year organized and established two new study groups for mothers, one in White Plains and the other in Hartsdale, furnishing a leader to the former and speakers to the latter.

Two meetings for fathers with an attendance of two hundred are reported by Chapter 89 in Brooklyn. They also held a special demonstration meeting before an audience of 250 as part of the Home Economics Exhibit given by the Council of Jewish Women.

The study group in Richmond, Va., reports the establishment of two "baby gardens." One group consists of fourteen children and is carried on in a suburb of Richmond; the other has seven members and is conducted in the city.

The New Health Education

(*Continued from page 9*)

Something of the glory and joy of all this must be realized by our youth, if they are "to live most and serve best"—and this is, after all, the end not only of health education, but of all human living. For this reason, in our best schools, health education has actually become an administrative policy directed toward the attainment of the fundamental objective of education. It involves school, home and community, and is participated in, either for good or ill, by all members of the teaching staff and by all who come in contact with children and young people. Health education, thus, is simply education—*from a certain point of view!*

New Ways With Old Problems

(Based on the Minutes of a Child Study Group)

THE members of the group whose minutes make up this report are all mothers of very young children. In preparation for this meeting, which was one of the last in the season, each mother was requested to present briefly the problem that seemed to her most pressing at the time. The group then, by discussion in the light of two years' work in the Child Study Group, analyzed the situations and made suggestions for meeting them. Following are a few typical illustrations of the difficulties presented:

1. Carl is a boy 28 months old, whose mother finds that although he can speak very clearly, and that his comprehension and vocabulary are excellent, that he is very prone to stutter, and that the habit seems to be growing stronger. There is no other evidence of nervousness or irritability. The child has been examined by a pediatrist and pronounced in good physical condition. The group felt that possibly the stuttering was imitative, as the child's mother speaks and reads with noticeable rapidity and stumbles over her words when they do not trip off her tongue rapidly enough. It was suggested that the mother try to speak more slowly, that she ignore the child's stuttering, but that she praise and encourage him when he speaks clearly. Calling constant attention to a habit of this sort might serve to fix it in the child's mind.

2. A boy of two years has been a persistent thumb-sucker for a number of months. Upon the advice of a physician the mother had tied his hands up in long sleeves at night, but soon discovered that he sucked his thumb all the more during the day. Others in the group who had had similar difficulty encouraged this mother to avoid direct reference to the habit when speaking to the child, but to try instead of restricting his movements in any mechanical way, to draw his interest and attention away from his own body by giving him some toy, as a doll or soft stuffed animal to hold in his arms. The attitude was emphasized that children who are given to thumb-sucking and other nervous manifestations of like character are not to be thought of as "naughty" or "obstinate," and in need of punishment, but rather as needing patient guidance and encouragement to direct the interest toward more desirable actions.

3. An extremely alert, probably precocious child of two and a half who cannot play peacefully with other children. She slaps and kicks and is a continual nuisance, so that the other little ones will not come to play with her. The mother was greatly disturbed and felt at a loss to cope with the situation. The questions of the other mothers revealed the picture of an only child, surrounded by a number of adults—notably the uncle and grandmother, who applauded the little one's every word and action, and over whom she tyrannized. When she was thrown in contact with other children, she found it difficult to accommodate herself to them. Playing in groups, and sharing toys must be learned, and the members urged this mother to send the little girl to an available little outdoor play group where she would become accustomed to playing with others under the guidance of a trained person. Also it was suggested that if possible the home environment should be simplified in order that the child need not be constantly performing to attract the attention of adults.

4. Peggy is four years old and creates a scene when mealtime or bath-time interferes with her play. She cries and sulks, although, to quote the mother, "I do try to be patient and reason with her." Various helpful suggestions were offered by the group—Children resent abrupt interruptions, just as their mothers do. Giving a child a preliminary warning, as for example, "I am beginning to prepare your egg now—Please get ready and you may help me carry it to the table," or some such suggestion may be enough to effect the transition. Allowing a child to have her blocks arranged until later or even tomorrow is sometimes advisable. A child who has carefully built a house or a wall resists the idea of clearing it all away at once. Another mother thought that perhaps Peggy was in the habit of arguing. Often our effort to be fair results in confusing the child. Don't ask her what she would like to do, or whether she would like to do this or that when she really hasn't any choice in the matter, and when you are not willing to abide by her decision. Rather assume as naturally as you can that she will do what is expected of her, and with as little talking or cajoling as possible, start her off in the right direction. Cheerfulness is infectious just as crying and sulking are, so that it is difficult for a small child to hold out for any length of time

against continued good humor and equability. This attitude coupled with firmness of purpose will in most cases bring about the desired response on the part of the child.

In preparation of the next meeting, the members were referred to books and pamphlets which would throw additional light on the problems that had been presented and would round out the discussion. The following reading was recommended:

Your Child Today and Tomorrow—Sidonie M. Gruenberg.

Wholesome Childhood—E. and G. Groves.

The Nervous Child—H. C. Cameron.

Training the Toddler—E. Cleveland.

A Practical Psychology of Babyhood—Jessie Fenton.

Studies in Child Training.

Habit.

Health Training of the Pre-School Child.

Mental Training of the Pre-School Child—Martin and de Gruchy. Harr Wagner Co. 1923.

The Right Use of Authority

(*Continued from page* 4)

tude of the adults that surround him. If the child is with an adult who is over-aggressive, who shoves himself into the elevator in front of other people, who does not keep his place in line, the child soon learns to imitate this, gets disregard for the rights of others, and does not learn the fundamental lesson of just how to adjust himself in such situations to the needs and rights of others. Moreover, if the adults who train the child are notional—with one attitude today and another attitude tomorrow—the child has no idea of what real authority is, nor does he have any respect for it. So it is essential that the adults show in their behavior, in their every-day acts, a healthy regard for the needs and rights of others.

The child should be given as few commands as possible—the fourth law by which authority is taught. Parents are often so anxious to have the child be well behaved that they cannot avoid giving too many commands. As a result, the child becomes puzzled, bewildered, and irritated, and soon becomes negative and does not respond at all. Be sure the child is given commands only about things which are essential, and when he is given a command, see that it is carried out at all cost. This does not mean that the child has to jump as soon as an order is given, but it does mean that it must be obeyed within a reasonable length of time.

If in enforcing commands the child has temper tantrums, ignore this unless the child makes too much noise when he can be put in a room until he becomes quiet. The case of John, age five, illustrates this. He was very much spoiled so that he wanted his own way at all cost, and finally conditions grew so serious that the mother placed him in the home of a skilled teacher for a month to see what could be accomplished. The first day John was there he came in from play with the other children about dinner time and refused to pull off his overcoat. The other children pulled off their overcoats and leggings, and sat down to the table. The teacher tried to coax John to pull off his coat, even going so far as to unbutton the top button for him. She realized that it is well, in children as well as in adults, not to bring things to a crisis unless it is absolutely essential. So she took several minutes trying to persuade John to pull off his coat, calling his attention to the fact that the other children pulled off their coats and as soon as he pulled off his coat, he could have dinner. Still John refused to pull off his coat. Finally the teacher said, "Well, John, you can't have dinner unless you pull off your coat." This was all she said. The adults and children began to eat. John took his seat. The teacher very quietly got up, took him by the arm, and led him into the other room—whereupon John had a temper tantrum. He lay on the floor and screamed and kicked until he disturbed the other people so that he was taken upstairs where the noise would not disturb the others. He was told that as soon as he would pull off his coat he could come and have dinner. The crying and the screaming continued for twenty minutes. When he quieted down, the teacher went up and said, "Well, John, will you pull off your coat?" He pulled off his coat and his leggings, and he was allowed to have dinner. During the rest of the month that John stayed there, there were no more contests. He had learned his lesson. The quiet, calm, kindly, but unyielding attitude of the teacher had succeeded in teaching John, after one contest, to respect authority.

No child can be said to be healthy-minded nor be "well armored for this life" who has not learned the fundamental lesson of how far he may assert himself and how far he must adjust himself to the demands of the group.

BOOK REVIEWS

Play Materials for Little Children

The Pre-School Age: A Mother's Guide to a Child's Occupation. By Minnie Watson Kamm. Little, Brown & Co., 1925. 216 pages. $1.50.

THIS is a practical book of suggestions for giving children something to do that will not only keep them out of mischief but will contribute to their development. The play materials which Mrs. Kamm suggests for children of four months up to five years of age are carefully selected from the Froebelian Gifts and the Montessori material. Mrs. Kamm explains painstakingly how to adapt these materials for use in the home, and when they are expensive she suggests methods which will enable the mother to copy them at less cost.

The child's physiological and psychological needs are considered throughout the book, and emphasis is laid on giving scope for activity rather than finding ingenious methods of keeping children quiet and out of the way. A background of the history of toys is given at various stages in the book, with illustrations of toys from ancient and primitive peoples.

One might not entirely agree with Mrs. Kamm's advice to exclude from the world of the young child all pets but fish and to give the child no toys that cannot be sterilized. Also her quoted statement, "Only a mother can respect a child's personality sufficiently" might be questioned in the light of knowledge which has been gained in nursery school experiments. The book attempts so much in a short space that something of unity and final effectiveness is lost, and it makes so many and varied suggestions that if the conscientious mother followed them all, overstimulation might be the result. Nevertheless, "The Pre-School Age" has so much of good in it that it cannot fail to be useful in its own particular field.

Adapting Psycho-Analysis to Ethics

Psychology and Morals. By J. A. Hadfield. Robert McBride & Co., 1925. 245 pages.

DR. HADFIELD has presented a complex subject in a plain and stimulating manner. He has been an analyst of character as a physician and thus presents a first-hand knowledge of his material. He sets forth the factors of a personality and the difficulties which arise, leading to psychoneurosis, perversion, or misdemeanor, or which may be avoided or removed, thus permitting a higher synthesis of character. He prefers to speak of his work as "reductive analysis" rather than as following distinctly the work of Freud, Jung, or any other accepted analytical leader. The principles upon which he seeks to understand character and to aid the patient in rehabilitation are in most respects those which psychoanalysis has brought to light.

In the type of readable, popularized writing of this book, there is always danger of oversimplification in statement, as, for example, in regard to causation of neurosis through a single trauma and the ready yielding of a difficulty when a complex is uncovered. Causes and mechanism are so very far-reaching and intricate. Yet the author usually hastens to correct any such false impression as soon as the danger of it appears. His discussion of ideals is a bit too idealistic. Not sufficient atten-

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tion is given to the rooting of our very ideals in infantile phantasy, a fact which makes them often incompatible with reality and unworkable where reality presents its demands. One questions whether the writer's exaltation of monogamy to a particular plane of evolution is not due to an unconsciously supported wish-ideal. Is monogamy not to be considered as the attainment of an adult synthesis of the polymorphous infantile tendencies which the author so well represents in regard to individual development, and thus to be achieved afresh in each individual case, rather than as a plane that actually has in the course of evolution, superseded polgamy?

This and other minor matters of points of view, methods of statement, and the like, rouse some question, but do not impair the social value of the book, as expressed in the sincere purpose of the author and in his candid dealing with the constituents of the physical life. He views impulses and desires as not intrinsically evil and to be destroyed for something better, but to be rescued from repression, perversion, and any other form of diversion of them from their more satisfactory higher goals. These mechanisms which distort and misdirect, as well as the psychical elements themselves, are illuminatingly defined and explained. The book is written in vital strain with concrete illustration and direct, telling application. Its fund of information and its wholesome guidance are presented in available, usable form. L. B.

Background and Training for Young Child

Mental Training for the Pre-School Age Child. By Lillien J. Martin and Clare de Gruchy. Harr Wagner Publishing Co., San Francisco, Cal., 1925. 115 pages.

THIS is an interesting and useful addition to the literature concerning the pre-school child. Dr. Martin, a consulting psychologist or "advice doctor" as one of her small patients termed her, has gathered much of the material for the book from her office practice and her experience as director of a Mental Hygiene Clinic for Pre-school Age Children in connection with the Baby Health Center at Mount Zion Dispensary in San Francisco. Her chief interest has been in children of the pre-school age.

The organization of the book is effective. It begins with a "Mental Health Questionnaire," consisting of seventeen questions to be answered by the parent, among which are, "Has your child had a physical and psychological examination?" "Do you guide your child's play?" "Are you punishing your child to develop character and not to relieve your own feelings?" Each of these questions has to do with an important phase of the child's training and these phases are in turn taken up, each in a separate section.

Among the subjects treated in this way are heredity, imitation, habit-making, environment, emotional development, punishment, and play. The authors have written on these topics from a practical, mental hygiene point of view, driving home their facts with cases cited from actual experience.

The book closes with a chapter on "The Education of the Parents." "It seems to me," says Dr. Martin, "that the need was never greater than it is at present for parents to cease imitating the mode of child-training prevalent in the last generation. Properly to govern and develop a family is actually to govern a kingdom. In short, the parent is called upon in the family to solve problems which if solved today by any government would give to the world an ideal state."

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Friendly Advice

Character, Conduct and Study. By William H. Cunningham. G. P. Putnam's Sons.

THIS little book, designed primarily to be placed in the hands of high school students, presents its suggestions as to behavior in a clear, conversational style, wholesomely free from a dogmatic or benevolent attitude. The writer, who is connected with the High School of Commerce in Boston, shows a sympathy and insight based on years of experience.

As the title indicates, the book is divided into three parts—"Character," "Conduct," and "Study." To "know what is the decent thing to do—and do it" is the author's terse definition of a student's objective. Concrete suggestions are given as to conduct "on the street car," "on the street," "in the corridors," "recess."

How to study is an important problem in the student's life. Mr. Cunningham discusses interest in relation to study and concludes: "Everyone is faced at some time with a situation, a problem, or a subject in which he has no spontaneous interest but which he must tackle for the sake of other ends which he is concerned to bring about. He makes an effort to discover the relation between his own life and the disagreeable subject and focusing his attention on these he pumps up the steam to go straight through the difficulty." Practical and workable advice is offered as to writing a composition, preparing a talk, reading a novel, etc.

"Character, Conduct and Study" can be read to advantage by the principal, teacher, and parent—in fact, anyone who is confronted with the problem of helping growing boys and girls both in their studies and in the development of right concepts of conduct and fine character.

Suggested Reading in Recent Magazines

"Re-building the Home." By R. G. Stone. The Standard. January, 1926.

A frank discussion of home-making, its possibilities when each member of the family shares in the responsibilities.

"Emotional Disorders in Children." By Edgar D. Doll. American Review, 1926.

Shows that emotional disorders are frequently normal in character and temporary in duration and that in treating them the whole personality and background of the child must be taken into consideration.

"What is Emotion?" By Goodwin B. Watson. The New Era, January 26, 1926.

The "Inquirer," through imaginary interviews with leading psychologists, tries to find out what emotions really are. Reprinted from "The World Tomorrow."

"Child Guidance." By Lorine Pruette. American Review. November-April, 1926.

Through examples and case histories, the author shows that "child guidance is needed because learning to live is so hard."

Books Received for Review

"Changing School" by Philip B. Ballard. Hodder & Stoughton, Ltd., London.

"Complacency, the Foundation of Human Behavior" by R. B. Raup. Macmillan.

"The Correction of Speech Defects" by H. Peppard. Macmillan. $1.40.

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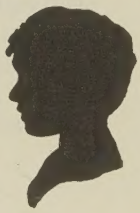
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